

# **Redesign Transformation Plan**

Pontiac Middle School

Pontiac School District

Shana Jackson, Principal  
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Pontiac, MI 48340

## PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Name	Title	Role	email
Elisabeth Bowman	ELL Teacher/Data Coordinator	Data Coordinator	elisabeth.bowman@pontiacschools.org
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The three "Big Ideas" for the Transformation of Pontiac Middle School are:

**Culture: Collaboratively build a positive student-centered classroom and building culture**

Based on input and feedback after surveying the staff, we recognized a need for consistent expectations of students and staff, which will positively affect learning within the classrooms throughout the building. Parent and student surveys indicated a desire for greater emphasis on student success and a more intentional culture of learning and achievement in middle school and beyond. Student and parent anecdotal data also indicates a desire for more timely communication. Systems of communication will be utilized to pass on the academic and behavioral data of students to teachers, students and parents. We will also communicate how this data will be used for the placement into intervention and accelerated classes.

**Literacy: Improve Literacy across the Curriculum**

Academic Literacy was identified as a concern in three primary areas. The first concern is the need to build academic vocabulary in all content areas, as it is the foundation for literacy. Secondly, we will work to increase our students' ability to interact with and comprehend different forms of content-specific text as most of our students struggled with the processing of complex text. Thirdly, we need to enhance instruction in all forms of data literacy, specifically visual representations of data (analyzing, interpreting, evaluating both visual and textual forms); in particular, those literacy tasks that involved multiple layers (basic identification versus inferential) and multiple steps (within various strategies) proved difficult for our students, therefore we will provide targeted instruction in these areas.

**Math: Improve implementation of the State Standards for Mathematical Content.**

Through our assessment data, departmental conversations and consultation with Oakland Schools, we have addressed a need to improve our teaching and learning in regards to mathematics. We believe the best course of action would be to improve our implementation of the State Standards for Mathematical Content. Our focus as a district would be to align our teaching to both the content and practice standards of the common core. It is also imperative that we create common assessments by subject area, and use this tool with fidelity. The

the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

**Indicator 1A:**

In August of 2008 Pontiac School District hired a new Middle School principal, Mrs. Shana Jackson. The district moved her due to several issues that the district felt that Mrs. Jackson had the competencies to change academics and culture and climate. Since her tenure she has been committed to focus on school improvement in all content areas, building a learning community where academics is essential to all stakeholders and connecting students learning to real world experiences that foster lifelong learning. One example of her focus on school improvement in all content areas is ensuring professional development opportunities for teachers around research based strategies to support learning. Pontiac Middle School partnered with Oakland University in support of the three school improvement goals. College and career readiness is the focus as well as the Saturday Algebra Academies with follow up on site tutoring. Another example is the development of her Instructional Support Team. This team is responsible to follow the plan and monitor learning using the problem solving process. PMS also has created an action plan and utilizes walkthroughs as part of the feedback process for continuous improvement. Data is looked at weekly with the SST team and the follow up occurs with department heads as well as monitoring of the dashboard. The district is focusing on our turnaround competencies and is looking at the competencies to make informed decisions in regards to administrative changes in leadership.

**Indicator 1B:**

In an effort to increase leadership capacity within the district, the district has adopted the turnaround competencies as outlined in the BluePrint for turnaround. *Turnaround* is defined as dramatic improvement in student and teacher performance in a short amount of time (Chandler & Frank, 2015). Pontiac School district is committed to all Principals having the competencies to successfully turn our schools around and sustain teaching and learning at all levels. We have taken our expectations to scale throughout the organization and all administrators are aware of the competencies and know that the lack thereof will result in changes that include reassignment, replacement or dismissal. The district has also continued to work with Oakland Schools. Leadership coaches have been assigned who understand the intensity and focus of the work in terms of building principals capacity and advancing student achievement while focusing on culture and climate

-Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on State Assessments, DIBELS, NWEA and MLPP. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year- end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

-The Interstate School Leaders Licensure Consortium Standards (ISLLC) is used for the Leadership evaluation plan. The Human Resource Director and three administrators met five times prior to the beginning of the 2011-12 school year to clarify the purpose and objectives of the administrator evaluation system, engage stakeholders and obtain feedback on the instrument and the process. The plan was approved by the Pontiac Board of Education and the Administrators' Union in September, 2011. To align Pontiac's administrator evaluation with legislation the same criteria for student achievement will be applied to the building administrator evaluation. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data. Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on State Assessments, DIBELS, NWEA and MLPP. For the annual year end evaluation for the 2013-14 school year, at least 25% of the annual year- end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A:** In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward

- Use of Materials
- Use of Time
- Preparing Lessons

## 2. Teacher Effectiveness

- Clarity
- Effective Instruction
- Effective Communication - Enthusiasm
- Knowledge of Subject Matter - Flexibility
- Motivation and Reinforcement - Structuring Comments
- Task Orientation - Variability

## 3. Classroom Management

- Creating an Environment and Culture for Learning
- Maintaining Accurate Records
- Use and Management of Technology, Materials and Facilities - Classroom Control

## 4. Professional Responsibilities and Relationships (with students, staff and community) - Concern for Students

- Effect on Student Character and Personality Growth
- Student Engagement: Participation and Reaction to the Lesson
- Rapport with Students
- Attitude Toward Supervision
- Work Relationship with Staff
- Work Relationship with Parents and Community

5. Student Growth and Assessment - Assessment/Student Achievement Per the Consent Agreement, Section B-4 pp. B10-B11. The District shall remove educators, administrators, and staff who have been given multiple opportunities to improve but have not effectively increased student outcomes or school operations.

## Teacher Remediation/Removal Process

-The District and school will remove administrators and staff who have been provided with multiple opportunities to improve with support and afforded due process as outlined by their contracts with the PSD. Opportunities for job-embedded professional development, coaching, modeling, conferencing and instructional support according to need will be provided.

-Administrators and teachers who receive Not Effective or Minimally Effective will develop Individual Improvement Plans with the designated building administrator. Plans will be reviewed monthly and reports written on progress. Teachers will receive timely and relevant feedback. Data related to student growth will be provided at six week intervals.

a) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas"(see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

To maximize our ongoing professional development opportunities the school improvement team and administrator will document professional development opportunities in a PD binder, post information the office board, email to all PSD teachers/staff, place information in our school mailboxes, post on the principal's newsletters, and provide information in departmental and staff meetings. The professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing for all learners, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately during instruction. These Professional Development Opportunities are aligned with the school's comprehensive instructional program where all students will be able to master the five main components of reading development: phonemic awareness, phonics, fluency, vocabulary development and comprehension. By using Explicit Instruction (focusing specifically on vocabulary development), Writing Workshop, Reading Workshop, and Math Workshop we expect scores to reflect an increase in our student's vocabulary knowledge, reading comprehension, writing, and math comprehension/proficiency.

Pontiac School District is committed to providing multiple opportunities for Pontiac Middle School teachers to participate in ongoing professional learning. All professional learning processes and topic areas that teachers will engage with are research-based and aligned to the School's Redesign Plan to ensure the best possible progress in increasing student achievement and closing the achievement gap. Specific professional learning topics that are a priority will be based on our three big ideas:

- Collaboratively building a positive, student-centered classroom/building culture
- Improving literacy teaching and learning across the curriculum
- Improving implementation of the State Standards for Mathematical Content, the Eight Standards for Mathematical Practices, as well as the eight practices from Principles to Action.

ideas of culture, literacy and mathematics, teachers are expected to collect and analyze artifacts to formatively assess the session's effectiveness and the teacher's application of their learning. Additionally, staff will participate in final reflections that include next steps or identification of ways to incorporate learning into practice. Administrators had a professional learning workshop provided by Oakland Schools, Data Rich School Improvement. This learning will be applied as administrators follow-up on professional learning through informal or coaching conversations that will assist staff in continuous reflection on new learning. Finally, perception survey data on specific professional learning related to the transformation plan will be collected on a semi-annual basis to allow the school reform team to identify additional areas of need.

### **Culture: Collaboratively build a positive student-centered classroom/building culture**

As we grow our positive culture, in the first year, we will develop and build upon staff knowledge of Positive Behavior Intervention Support (PBIS), as well as strategies for increasing academic engagement and positive academic and social behaviors. Pontiac Middle School staff has some experience with PBIS from work done in previous years but will need to revisit PBIS protocols and implement them building-wide for full impact. Staff will attend various professional learning seminars regarding PBIS and the explicit instruction of the PBIS strategies. During the implementation and monitoring phase, building leaders will have intentional conversations after "Look-for-Walkthroughs" regarding PBIS expectations posted in classrooms as well as listed in classroom syllabi and course guides. Look-for-Walkthroughs will also include classroom culture as it relates to teacher talk and student action in the classroom. Aggregate data from walkthroughs will be shared with staff 2-3 times a year. Also during this phase, building leaders will have intentional conversations with staff regarding the use of the advisory period and embedding PBIS strategies within their classroom instruction. To enhance our use of PBIS we are seeking a curriculum to be implemented during the advisory period which will focus on helping students gain skills to increase success in the three big ideas as well as stakeholder advocacy. The goal is to seek out and implement a curriculum that focuses on college and career readiness skills as well as improving communication and teambuilding activities. As students improve their study skills, communication techniques and strengthen relationships among themselves as well as with teachers, their academics will also increase and the achievement gap will begin to close. Several curriculums will be investigated and two teachers will be in charge of examining the options, choosing the most applicable



for professional learning. The depth of the topic will be dependent on the prior knowledge of the staff with regard to the strategy implementation; for example, the staff already has some familiarity with the use of word walls for vocabulary acquisition and so less development is needed on this topic than others. Professional learning will focus on increasing exposure and understanding of how to better implement explicit instruction through the use of content coaches. In order to provide support in reading comprehension, multiple avenues of support will be explored. An instructional coach will provide professional learning. The coach will be available during various meetings and during the school day to offer prescribed assistance and professional learning focused on the best practices of each subject as well as general and mathematical literacies. Data dialogues that surround these discussions guide staff in developing 4-6 week SMART goals that support literacy. An additional literacy consultant will support staff in connecting literacy and math standards with their content-specific curriculum and providing professional learning in other identified research-based strategies (possibilities include but are not limited to: Metacognitive Think-Aloud, Talk-To-The-Text, 25 Word Summaries, and inferential reading strategies, such as Question - Answer - Relationship (QAR)). Consultants will continue to support staff throughout the plan by identifying new learning opportunities based on professional learning (ie: College-Ready Writers Program), monitoring data, and developing new experiences for the professional learning time or personalized coaching sessions as necessary.

**Math: Improve implementation of the State Standards for Mathematical Content and the eight mathematical practices**

Of top priority for the Pontiac School District is providing support for the mathematics department staff so that both the students and teachers can find success within the State Standards for Mathematical Content and the Eight Mathematical Practices, as well as the eight instructional practices from the Principles to Action. In order to do this, time will be allotted for math teachers to:

- Work with math consultants to align curriculum.
- Use Problem Solving Protocol to assess fidelity of implementation and student impact.
- Create common assessments, rubrics, and performance tasks.
- Write learning targets with associated rubrics.
- Work with a math consultant and team members in investigating instructional models to increase student achievement.

Professional learning will focus on the following:

- Student-centered instruction

- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of student;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific instruction in every class period every day.

An ambitious turnaround teacher has the confidence to lead and possesses the following competencies to:

- prioritize student-learning needs over the customs, routines and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

given to any staffing adjustments or changes necessary to meet the requirements of the Consent Agreement. Retention and placement of highly qualified staff at Pontiac Middle School will be district priority. Special considerations of program and building needs will be considered when any staffing adjustments need to be made. Involvement of the principal and building leadership team will be sought and considered by HRS and the district leadership team when considering any reduction, transfer, or placement of staff at Pontiac Middle School. Given the amount of training invested in Pontiac Middle School staff and the critical importance of the, PBIS, RTI-MTSS, and Project Lead the Way to the turnaround efforts at Pontiac Middle School, every possible effort will be made to keep successfully performing staff members in place at Pontiac Middle School. The leadership of the building and the District believe that the quality of the training and consistency of support will contribute to an increase in retention of staff at Pontiac Middle School School.

The district along with Pontiac Middle School School are providing many ways to help retain teachers at the school:

Pontiac Middle School School will identify and reward staff when 75% of their students demonstrate at least one year of growth on the District selected Fall and Spring assessment. In order to operate within the confines of the Financial Operating Plan of the Consent Agreement, the school will institute a cost-effective system of rewards for educators which will include, but not be limited to, a teacher of the month certificate, a special prime parking space, a PTO lunch, recognition at a student awards ceremony, name sent to the Board of Education for recognition and name/picture displayed in the office.

Per the Consent Agreement Pontiac School District and Pontiac Education Association came to the following agreement:

#### Attendance/enrollment

Effective January 1, 2014 and continuing , district employees with 90% attendance in a semester, received a \$500.00, payment paid in full on or about the June 27, 2014 paycheck, but no later than on the July 11, 2014 paycheck. Subsequent payouts were on the first pay period following the end of the semester, but no later than the second pay period after the end of the semester. When PSD enrollment realizes a 2,000 increase from the October 2013 student count, a 2% salary increase was expected to be triggered. The dates for 2014-2015 are January 23rd, January 26th, February 8th and June 29th which include two payments each semester for attendance and salary.

#### Academic incentives

Teachers will receive a 2% increase in pay if 90% student achievement is met District wide on State Assessment. Individual schools will receive \$100,000.00 to spend towards learning materials and professional development if 90% student achievement is met on State Assessments. The individual building coordinating councils will have input as to how to spend the \$100,000. At the end of the school year in 2015, the District will host a special

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

The mission of Pontiac Middle School, in partnership with students, parents, and community, is to create a learning/teaching environment that ensures quality and equity for all to succeed in a rapidly changing world and to provide students with the best education possible. The district's accountability scorecard and Top-to-Bottom List designation provided a forum for digging into the metrics that resulted in the school's priority designation. We realized that we were placed in Priority status based on 2 factors: 1) We have not met our Annual Measurable Objectives (AMOs). Our trend data for M-Step shows a slight increase for 7th grade but our 8th graders declined. Also, our NWEA data shows that scores are increasing steadily, but at a slow pace. 2) During the State testing period, we did not obtain the 95% testing rate for students. The trend data indicates the areas of most concern are Math and English Language Arts.

This was affirmed when PMS staff and the Building Turn-Around Network (BTN)/ Leadership Team (SIP) utilized a data dialogue protocol to review student achievement data including NWEA, M-Step, Instructional Learning Cycles and attendance for sub-groups. Through this process, the staff identified areas of weakness/strengths and discussed improving protocols of intervention (MTSS). During this process, common threads were identified that assisted in determining the next steps for changes to the instructional program.

Pontiac Middle School staff, the BTN/Leadership Team, along with the Oakland Schools consultants and coaches are committed to coordination of efforts to raise student achievement. All parties are committed and see the urgency to strengthen the instructional program. To strengthen the instructional program we will focus on the following Big Ideas:

- 1) Provide a positive student-centered classroom/building culture;
- 2) Improve literacy across the curriculum
- 3) Improve implementation of the State Standards for Mathematical Content, the Eight Standards for Mathematical

practices, as well as, the eight practices from Principles to Action.

promotion of the idea that all students can learn, 2) support parent and stakeholder efficacy and 3) connect students, teachers and parents with partnerships to assist with various academic and socio-economic needs. This project will be concerned with implementing and supporting a vision of high quality student support to provide timely intervention for students who come to school with non-academic needs that create obstacles for high achievement. It will be the collective effort of all adults to utilize the structures, supports and processes to skillfully and effectively address the non-academic needs of all students served by the district.

This consists of: behavioral interventionists, at-risk social workers, school social workers, psychologist, Teen Health Center, Department of Human Services, Pontiac Youth Assistance, counselors and other community agencies. We will also develop a sub-committee to determine data to be collected, monitor implementation, and analyze data for impact. Our instructional program of collaboratively building a positive student-centered classroom/building culture will be phased in over four years. In order to effectively roll out the culture and climate strategies, PMS has developed a four-year plan that will support the work.

#### **Year 1:**

- Perception Survey stakeholders
- Develop sub-committees to support work of our culture and climate committees (culture and climate members will chair but additional staff members will be a part of sub-committee to support with work)
- Review school procedures, protocols, and policies and develop staff knowledge about PBIS programming
- Explore curriculum to support the redesigning of the advisory program, focusing on soft skills and college/career readiness.
- With consultants from Oakland Schools, develop staff knowledge about adaptive schools, including the Seven Norms of Collaboration.
- Educate staff and institute the Wellness Blueprint at the school level which focuses on the promotion of the idea that all students can learn; supports parent/stakeholder efficacy; and connecting partnerships (teaching students of poverty and elements of pastoral care).
- Build outside partnerships that will support our big ideas

#### **Year 2:**

- Develop a data inventory and the purpose of data collection for PBIS (possibilities include but are not limited to positive classroom/building culture, student referrals and rewards)
- Adopt a timely parent-communication protocol.
- Use Problem-Solving Protocol, minimally every four weeks, to assess fidelity of implementation and student

best practice strategies for each tier of instruction in academic literacy. As a result of the data process, a plan for changes to instructional programming was determined by the BTN/Leadership Team, which included implementing the College-Ready Writers Program (CRWP) through the language arts classes, enhancing instruction in all forms of data literacy, implementing tiered vocabulary instruction, and engaging students in complex text through instruction with metacognitive strategies. Strategies and instructional programs are cross-checked for research documentation, as well as discussed with consultants from Oakland Schools to ensure validity and alignment.

The College-Ready Writers Program (CRWP) will be implemented to provide teachers with support as they teach college and career-ready writing, with a specific emphasis on writing arguments based on nonfiction texts. CRWP provides scaffolded teaching and formative assessment resources that support the development of students' argument writing and prepares youth for college, career, and community engagement. The focus on argumentative writing requires the development of academic vocabulary, referencing of various texts to provide evidence in support of student claims and the inclusion of data gleaned from various text, graphic and other representations in student reasoning in order to be successful. Therefore this one program allows us to address all three of our identified needs, reducing the learning curve for teachers and leading to greater and faster academic gains for students. The CRWP provides 45 hours of professional development each year through school or district-embedded institutes; classroom demonstrations, co-teaching, and coaching; and ongoing study of effective practices in academic writing instruction, current research, and professional literature. The program features systematic formative assessments to inform next steps in instruction, including the Using Sources Tool, which supports teachers in analyzing how students make and support claims using evidence from sources.

**Year 1:**

- Selected teachers will pilot the CRWP program in two classes. In one class it is implemented and the other is taught as usual
- Determine 4 mini-units to implement through the focus classes
- Establish a data collection system to check student impact
- CRWP teachers will attend professional development throughout the year
- Staff will increase students' exposure to academic vocabulary utilizing content-specific Word Walls
- Staff will research and select two meta-cognitive strategies to implement

which was adapted from the Blueprint for Rapid Turnaround Vision for Ambitious Mathematics teaching . In order to address this gap, Pontiac Middle School will focus on increasing efficacy of teachers in the use of Connected Mathematics Program (CMP3) to implement the Eight Teaching Practices and Eight Standards of Mathematical Practice from Pontiac's Vision for Ambitious Mathematics Instruction. Additionally, so that teachers can ensure that they are having valuable dialogue around classroom instruction, we would like to have discussions focusing on NCTM's *Principles to Action*, which presents the research behind the Eight Teaching Practices from the Vision for Ambitious Mathematics Instruction and *Classroom Discussions in Math*.

The Pontiac Middle School mathematics plan has been built to be implemented and monitored over a 4-year time span.

### **Year 1**

- Teachers will begin to implement the first mathematical practice, make sense of problems and persevere in solving them and the third mathematical practice, construct viable arguments and critique the reasoning of others from the 8 Standards of Mathematical Practices
- Introduce teachers to the 8 Teaching Practices from Pontiac's Vision for Ambitious Mathematics Instruction
- Staff will begin to implement the fourth practice, facilitate meaningful mathematical discourse, from The Vision for Ambitious Mathematics Teaching
- Purchase NCTM's *Principles To Action* for teachers to read and discuss that deepens the understanding of our Vision for Ambitious Mathematics Teaching
- Using the district's common assessment protocol, common grade level unit assessments with rubrics will be created for at least 3 units
- Teachers, with the support of Oakland Schools coaches, will select professional development for year 2 which will help support the implementation of our Mathematics Big Idea

### **Year 2**

- Teachers will continue to implement the first mathematical practice, make sense of problems and persevere in solving them and the third mathematical practice, construct viable arguments and

- Teachers will continue to implement the first mathematical practice, make sense of problems and persevere in solving them and the third mathematical practice, construct viable arguments and critique the reasoning of others from the 8 Standards of Mathematical Practices to implement with students and monitor the success of that implementation.
- Teachers will continue to implement the second practice, implement tasks that promote reasoning and problem solving and the fourth practice, facilitate meaning mathematical discourse, from The Vision for Ambitious Mathematics Teaching and monitor the success of that implementation.
- Teachers begin to implement the first practice, establish mathematics goals to focus learning, from The Vision for Ambitious Mathematics Teaching
- Teachers will create criterion and begin to monitor the implementation of the first practice, establish mathematics goals to focus learning, from The Vision for Ambitious Mathematics Teaching
- Using the district's common assessment protocol, teachers will revise common grade level unit assessments with rubrics.
- Teachers new to the building or changing grade levels will attend training on the implementation of CMP3 which will support the implementation of the second practice, implement tasks that promote reasoning and problem solving from The Vision for Ambitious Mathematics Teaching which is also supporting our Mathematics big idea
- Teachers, with the support of Oakland Schools coaches, will select professional development for year 2 which will help support the implementation of our mathematics big idea
- All strategies will continue to use the Problem-Solving Protocol, at least every four weeks, to assess fidelity of implementation and student impact
- Administrators and/or content specialists will monitor implementation through the use of lesson-connected walk-through protocols and artifact collection in 6-week intervals. The team will monitor student achievement within this 4-week cycle by analyzing unit specific student evidence such as performance and assessment data.



**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and ongoing building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

To promote our continuous use of student data, we will improve how accessible our standardized data (NWEA, EXPLORE-SAT, M-STEP, ILCs, district common assessments) is for staff through the training in and implementation of Illuminate (expected January, 2017) as well as the NWEA portal and district Google Drive. Additionally we will share perception and survey data to improve student and teacher success.

To improve instructional outcomes, teachers will enhance their overall assessment and data literacy in the following ways:

- In relation to the classroom environment, professional learning is occurring for staff to develop classroom assessments and rubrics which are aligned to the CCSS and Next Generation Science Standards, contain quality test items, and use appropriate question stems. These assessments will be common across grade levels and subjects in the district and the data from them will be discussed at bi-weekly PLC meetings, staff meetings, district-wide late start and half day workdays as well as data team meetings.
- During professional learning time (bi-weekly PLC meetings, late start and half day PD days), staff and content coaches will develop, analyze and discuss formative and summative assessments and share techniques related to the effectiveness of those strategies as well as consider how the data can be used to differentiate instruction and close the achievement gap.
- To enhance our ability to use formative and summative data, teachers will grow their professional learning to use feedback more effectively, including multiple modes of feedback between student, teacher, and administrator. Some examples include the parent portal where parents can check grades and attendance online, grades and NWEA scores posted in classrooms, and bi-weekly progress reports sent home (mailed for D and E students).

During a professional learning session at Oakland Schools related to John Hattie's research, administrators and instructional coaches learned that teaching students to track and assess their own academic progress has

Based on the identified data, the Pontiac Middle School community is committed to engaging in strategies that support an instructional program where student, staff, and community voices are valued. We are also striving to communicate consistent high expectations for success to all students and staff. The focus areas are College and Career Readiness and Positive Behavior/ Cultural strategies related to academic and social behaviors. In order to monitor and evaluate our progress we will administer surveys to students and staff, to determine perception of our school culture and climate as well as staff effectiveness. To monitor the effectiveness of PBIS, we will not only survey, as described above, but we will also monitor the data from behavior plans, student referrals and class behavior logs, as well as attendance and achievement data to determine if we have seen an increase in positive behaviors in the school setting and a reduction negative behaviors. Students are also rewarded for positive behavior and attendance through PBIS programs such as our monthly perfect-attendance competition and quarterly all A's and A/B honor recognition.

**Literacy:** Improve Literacy across the Curriculum

Outcomes for literacy are focused on addressing academic achievement in all subject areas in three main contexts, increasing our student's ability to engage with 1) different forms of content-specific text, 2) all forms of data literacy (analyzing, interpreting, evaluating both visual and textual information), especially those that involve multiple layers and steps, as well as 3) building academic vocabulary. This focus on academic literacy, based on our review of the assessment data, will directly increase student achievement in the areas of social studies and science- two of our priority identifiers, helping to close the achievement gap. The data monitoring of literacy outcomes will be inclusive of assessment data (ILCs, EXPLORE-SAT, NWEA and State data) and administrative walk-throughs but will rely heavily on staff data dialogue regarding instruction and formative assessment in bi-weekly PLC meetings with instructional coaches. Once common assessments have been developed for academic vocabulary and instructional models within 4-6 week cycles (ILCs), protocols for review of data (as outlined in the Building Turnaround Network document) will be implemented as part of teachers' SMART goals. Walk-through data that focuses on specific "look-fors" within implemented strategies assists in driving coaching conversations and decisions regarding further professional learning. Tier 2 and Tier 3 intervention programs will incorporate specific guidelines for entry into the supports and qualifications for exit. Student progress monitoring will occur on a 2 to 4-week cycle and be reviewed by content-specific team for revision of student intervention plan in bi-weekly PLC meetings.

or near failing students), the evaluation and use of NWEA data and the learning continuum after each cycle to communicate progress to students, help them set personal learning goals and differentiate instruction; participate in bi-monthly PLC meetings reviewing data from the ILC/common assessment cycles alongside instructional coaches, and the use of formative and summative data to make weekly differentiation decisions. Grades and NWEA scores are posted in classrooms and regular conversations occur in advisory classes in regards to performance and goal setting. Better processes and standards have been developed using NWEA and formative assessment data for the assignment of students to math and reading intervention courses which focus on CCSS-aligned differentiated lessons. We are continually working to improve access to data and district aligned common curriculum and assessments. The district and school data teams are working to bring Illuminate (piloting now, district-wide roll out expected in January, 2017) training to all buildings while the district Atlas and curriculum teams have been working to update and align the Atlas Rubicon curriculum maps and documents.

#### **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one);**

**(b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student**

**Indicator 8C:**

Research shows that teacher collaboration is essential to student achievement. The Pontiac School District has Professional Learning Communities as one of the Big Ideas in the District Improvement Plan, which aligns with the Consent Agreement.

The one hour late start will afford teachers the opportunity to collaborate weekly, to plan for instruction and assessment. Teachers will be able to view student work, assessment data and determine the best strategies to improve teaching and learning. This additional time is necessary to assist us in reaching our goal of no fewer than 50% of our students being proficient in all content areas.

In addition, stipended time is offered for after-school PLC's. The Mathematics PLC meet bi-weekly for 2 hours. During this time teachers, instructional coaches, content interventionists along with central office administration support utilize the district approved problem solving protocol to analyze assessment results, discuss effective best practice strategies that apply to the content, develop academic/instructional action plans, and create and or modify assessments.

Per Richard DuFour, author of Learning by Doing. A Handbook for Professional Learning Communities at Work, "When a school begins to function as a professional learning community...teachers become aware of the incongruity between their commitment to ensure learning for all students and their lack of a coordinated strategy to respond when some students do not learn." Pontiac Middle School is committed to coordinating strategies to ensure that all students learn.

avenue for learning about student achievement as well as communicating with their child's teacher regarding their attendance and behavior.

2. Classroom, school newsletters and a monthly calendar will also be used to communicate important information to parents and families and engage them in the school reform process, including inviting parents into the classroom to strengthen the home/school connection and provide the parent with the curriculum in all subjects that students are learning for the month.
3. Parent representation on the the School Improvement Team provides an outlet for parental voice.
4. Parent surveys during parent/teacher conferences and Open House are used to get feedback and input from parents about their general perceptions regarding school climate and culture, achievement, and the school reform process.
5. Established a Parent Mentor program in which parents are designated to contact other families to tell them about school activities.

#### Literacy:

1. Hands-on teaching techniques to use with their children on literacy.
2. Provide websites for home that will support literacy skills; as well as have them on our PMS website
3. Provide monthly family reading nights; which will have reading books and material to give each family to take home.

#### Math:

1. Hands-on teaching techniques to use with their children in math.
2. Provide websites for home that will support math skills; as well as have them on our PMS website
3. Implement a chess club

#### Culture/Climate:

1. Communication to parents and community members is enhanced through the School Messenger Notification System, as well as the Pontiac Middle School website as it is used to inform the community of our parent meetings, programs, parent groups, and community partnerships.
2. Parent meetings, such as Title 1 Parent Meetings, Parent and Teacher Conferences, Family Curriculum Fun Night, Open House and Performing Arts presentations, by administration and staff to explain the school reform process and engage them in the process.

With the support and assistance of the Superintendent and the school's administration, we have established a team which will meet monthly with the purpose of building community partnerships that will move Pontiac Middle School forward to success in all areas. The PMS Partnership Team will enlist the support and help of current community partners and district leaders to focus on the three big ideas of culture, literacy, and math, which aligns directly to our reform/redesign efforts. As we partner with our parents and community organizations in our transformation efforts, we will invite them to join us in the monthly meetings to ensure that they are abreast of our Big Ideas.

#### Culture/Climate:

1. Design a Parent and Community Involvement Plan. This plan will consist of:
  - Encouraging positive parenting skills
  - Enhancing communication with families
  - Increasing volunteerism and attendance at school events
  - Enhancing learning at home
  - Increasing the number of parents in leadership and decisionmaking roles
  - Enhancing and improving community collaborations
2. We incorporated Positive Behavior Initiative Support (PBIS) incentives and developed partnerships with Captain Crust, LINK's Incorporated Organization, Great Education Means Students Success, (GEMSS), Department of Human Services, Teen Health Center (THC) and Kid's First Initiative, (KFI) to support our efforts with providing field trips, clothing, Ipads, parent/student dinners and gifts, gift cards, and honor and award recognitions to celebrate students exhibiting the three urgency priorities. Other partnerships focus on academic and support to build our positive student-centered culture. We will continue to collaborate with the Male Responsibility Group that work with students and their families outside of the school.
3. Provide additional college initiatives for students to support college and career opportunities, (ie. Project Upward Bound, Pre-college program, Fine Arts Camp, and Community Engagement and neighborhood Development).

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The district will provide the school (Principal, School Improvement Teams and staff) with the autonomy over the school's schedule, staffing and the building's Title/31-a budget in accordance with the federal regulations. Currently, the district and teachers' union are actively engaged in collective bargaining. The Memorandum of Understanding will be uploaded in the Reform Plan when a tentative agreement has been signed by both parties.

In order to assure the successful rapid turnaround of Pontiac Middle School, the principal will be granted flexibility in the areas that are under the control of the District. The building principal and staff will have every opportunity for involvement in staffing, calendar, budget, professional development, scheduling, and intervention programs in an effort to significantly improve student achievement. The building principal works in collaboration with district administration and staff members to establish practices that remove barriers to success for both staff and students. This is intended to remove barriers that may interfere with needed quick,





# Redesign Plan Signature Page

## SCHOOL INFORMATION

District: Pontiac School District  
 School Name: Pontiac Middle School  
 Address: 1275 North Perry Street  
 School Code: 63030

## CONTACT PERSON FOR REDESIGN PLAN

Name: Kelley Williams  
 Position and Office: Superintendent  
 Telephone: (248) 451-6802  
 Fax: (248) 451-6889  
 Email: Kelley.Williams@pontiacschools.org

## LEA SUPERINTENDENT/PSA ADMINISTRATOR

Printed Name: Kelley Williams  
 Signature: *Kelley Williams*

Telephone: (248) 451-6802  
 Fax: (248) 451-6889  
 Email: Kelly.Williams@pontiacschools.org

Date: 12-20-16

## SCHOOL PRINCIPAL

Printed Name: Shana Jackson  
 Signature: *Shana Jackson*

Telephone: (248) 451-8010  
 Fax: (248) 451-8034  
 Email: Shana.Jackson@pontiacschools.org

Date: 21 December 2016

## LEA/PSA SCHOOL BOARD PRESIDENT

Signature: X *Brandi J. Carter*  
 Date:

## PRESIDENT OF LOCAL TEACHER BARGAINING UNIT

Signature: X *Aimee Miller*  
 Date: 12-21-16

## EXECUTED ADDENDUM BETWEEN

AND

The purpose of the Memorandum of Understanding is to address those schools that have been identified as Priority Schools and are under the supervision of the State School Reform Office. The Local Bargaining Unit, specifically the school teachers agree to all the stipulations of State Statue MCL 380.1280c in the redesign plan. Specifically, as they relate to our collective bargaining agreement:

Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at the Priority School(s).

- (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at the Priority School(s). This subdivision does not allow unilateral changes in pay scales or benefits. (Refer to MCL 423.215 for items prohibited from bargaining.)
- (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at the Priority School(s). This subdivision does not allow unilateral changes in pay scales or benefits.

This allows for flexibility over staffing, professional development, calendars, and allocation of resources.

  
Signature of District Superintendent

12-20-16  
Date



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 Fax: (248) 451-6889  
 Email: Kelley.Williams@pontiacschools.org

## LEA SUPERINTENDENT/PSA ADMINISTRATOR

Printed Name: Kelley Williams  
 Signature: *Kelley Williams*

Date: 12-20-16

Telephone: (248) 451-6802  
 Fax: (248) 451-6889  
 Email: Kelly.Williams@pontiacschools.org

## SCHOOL PRINCIPAL

Printed Name: Shana Jackson  
 Signature: *Shana Jackson*

Date: 21 December 2016

Telephone: (248) 451-8010  
 Fax: (248) 451-8034  
 Email: Shana.Jackson@pontiacschools.org

## LEA/PSA SCHOOL BOARD PRESIDENT

Signature: X *Brenda J. Carter*  
 Date:

## PRESIDENT OF LOCAL TEACHER BARGAINING UNIT

Signature: X *Aimee M. Miller*  
 Date: 12-21-16